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| **Indicator** | **Week 28** | **Week 29** | **Week 30** | **Week 31** |  |  |  |
| **Oral: Listening**  - Shows understanding of oral language by responding with actions or words  (Daily) | (2 days of class because of the workshop) | Daily basis | Daily basis | Daily basis |  |  |  |
| -Identifies the structure of the story (Plot: beginning-middle-end).  **Oral: Speaking**  -Uses simple phrases in context to communicate, applying new vocabulary. (Answers WH questions showing understanding)  **Written: Reading**  -Makes inferences of a text. |  | **Stations at the Library:**  **Shared reading**  A whale of a tale  **Interactive chart**  What is it?  **Computers (Janet)**  **HFW practice** | **Stations at the Library:**  **Shared reading**  A whale of a tale  **Interactive chart**  What is it?  **Computers (Janet)**  Interactive chart  “what **Is it?**  **(Notebook finish the colour words and draw their own butterfly)** |  |  |  |  |
| **Oral: Speaking**  - Gives examples of words with the ending sounds requested. (M, N, T, TH). | **Stations:**  **-Phonemic awareness with Fabio**  **-Diff. reading**  **-Fine/Gross Motor skills** | **Stations:**  **-Phonemic awareness with Fabio**  **-Diff. reading**  **-Fine/Gross Motor skills** | **Stations:**  **-Phonemic awareness with Fabio**  **-Diff. reading**  **-Fine/Gross Motor skills** |  |  |  |  |
| **Oral: Listening**  -Listens to and recognizes words in sentences and songs. (Summer show songs)  -Identifies some beginning and ending sounds in words. (Summer show song) (Beg: R S N TH, ending: sounds :( M N T TH)  **Oral: Speaking**  - Gives examples of words with the ending sounds requested. (M, N, T, TH). |  |  | **Stations:**  **-Introducing new sound** (F) (Teacher)  -**Summer show song** (Teacher)  -**Computer with the link**: <http://www.meddybemps.com/riddles/>  -Listening with headphones (Summer show song) (colouring sheet while listening) |  |  |  |  |
| **Visual&presenting**  Shows  Understanding by explaining how visual images influence our behavior. (Unit 5 y 6) |  |  |  |  |  |  |  |
| **Written: writing**  -Writes assigning meaning to messages. (Morning message: taking in on account the structure of it) |  |  | **Everyday basis**  **(Turns)**  A volunteer will write the morning message having in mind the structure. |  |  |  |  |